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The Year in Review

Bridgett Casey ’92BS ’93BA
Earns a Bryant “First”
This issue of the Bryant Review is precisely that - a review of Bryant during the 1992-93 academic year.

These pages tell the story of a challenging and exciting year. You will see how we define and realize our mission: in class, across the campus, and throughout the community. You will meet some of the people of Bryant and understand how they help make our mission a reality.

Sincerely,

William E. Trueheart

BRYANT COLLEGE MISSION STATEMENT

Bryant College is an independent residential institution of higher education dedicated to the preparation of leaders in business and related fields for success in their professional and personal lives. Bryant College offers undergraduate and graduate degree programs through the master’s level to a diverse population of full- and part-time students. Through the active integration of business and liberal studies, these programs are intended to foster the knowledge, skills, and sensitivities that are needed in an increasingly complex, globally interdependent, and technologically sophisticated world. By emphasizing excellence in teaching complemented by scholarly research and community service, Bryant College:

- promotes intellectual rigor; ethical awareness, understanding, and responsibility; and professional competence;
- fosters an understanding of the international, multicultural context of business; the social responsibilities of business leadership; and the political, economic, and historical factors that shape them;
- nurtures the development of interpersonal, written, and oral communication skills;
- stimulates creative reasoning, decision-making, and motivational skills as well as competence in the use of management information and information technologies;
- instills an appreciation of the value of lifelong learning;
- supports faculty research which informs, enlivens, and enriches the classroom;
- serves as a national, regional, and international resource for academic research and professional development programs as well as public service initiatives;
- fosters a diverse and collegial campus community and a supportive work environment; and
- promotes strong ties to alumni and community groups.
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BRYANT REVIEW

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Bryant College is an independent institution of higher education dedicated to the preparation of leaders in business and related fields for success in their personal and professional lives. The College offers full- and part-time undergraduate studies leading to BS and BA degrees, full- and part-time MBA programs, an MST degree, and a Certificate of Advanced Graduate Study (CAGS).

Through the new Center for International Business and Economic Development, Bryant coordinates its five local and regional business outreach efforts: the Center for Management Development, the Export Assistance Center, the Institute for Family Enterprise, the Small Business Development Center, and the World Trade Center Rhode Island.

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PHOTOGRAPHY:
Covers and portraits by Martha Everson. Photography also by Stephen Spencer, Russell Rheault, David Silverman, and William Hopkins.

ON THE COVERS:
Front: Friends Bridgett Casey '92 '93 and David Doyle '93 share congratulations.
Back: Mike Alonzo '93 works with exchange student Andrew Witkin '93 in the Koffler Center; Science Professor Doug Levin conducts an experiment with Erin O'Connell '93 and Andrew Dean '94; College receptionist Lorraine Lallier volunteers with her daughter, Nicole Lallier '93.

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A Rite of Pas
After years of going around the famous Archway, the Class of 1993 walked through its gates for the first time on May 22. Their many days on campus and in classes, making friends and taking finals, came to an end on the one day that they and their families had been waiting for.

The sun shone on the graduates’ lives that day, representing the brightness of their futures. Dressed in traditional cap and gown, 987 seniors lined up around the pond on their way to becoming the newest alumni.

Mary Dupont Deceiies '68 was among this year’s honorary degree recipients. She is the partner-in-charge of human resources at KMPG Peat Marwick. Also receiving honorary degrees were: Stanley P. Goldstein, president and chairman of Melville Corporation, the parent company for Consumer Value Stores (CVS) which he co-founded; George Graboys, former chairman and CEO of Citizens Financial Group, Inc.; William H. Gray III, president and CEO of the United Negro College Fund; and Lester C. Thurow, Dean of the Sloan School of Management at the Massachusetts Institute of Technology.

Commencement speaker Lester Thurow addressed a crowd of approximately 5,000 graduates and their families, trustees, alumni, faculty, staff, and students. He said: "When your parents entered the work place, the United States stood alone. But in your world, you’re going to have to be outward-looking, do what the business world calls benchmarking, and ask yourself the question, 'Are you world class?' Being American class isn’t good enough anymore. And the problem, of course, is that we’ve been out of the habit of doing that for 50 years. Now, most of the time, we can’t do things the rest of the world does, but they set the performance standards. And you will have to match those standards."

George Graboys, the Commencement speaker at the Graduate School exercises, addressed 141 graduates and their families and friends. He said: "The concept that a leader must know when it is better to be a cooperative team member rather than asserting individuality is in itself a component of leadership. Flexibility, attention to detail, planning capabilities, time management, negotiating, interpersonal skills, and of course ethics, are now being fostered as constituting increasingly important components in the molding of future managers."

The graduates were learning about business leadership right up until their last day at Bryant, and beyond.
A Time to Remember
Every year, soon after Commencement, campus belongs to the graduates of yore once again. This year’s Alumni Weekend brought over 750 alumni to Smithfield to see old friends and meet new ones, brag about their careers and families, and compare their Bryant to today’s.


Alumni from all eras returned to campus, from Marguerite Burns ’26 to brand new alumni from the Class of ’93. Events offered something for every age and interest. The Loyal Guard, as older alumni are fondly known, enjoyed lunch with President Trueheart on Saturday. Members of the fiftieth reunion class were honored guests, especially class co-chairs John and Marie Renza ’43 (parents of Trustee Jack Renza ’70).

Campus was transformed to resemble the set of M*A*S*H for Saturday’s festivities, thanks to the management of Lori Fitzgerald ’83. Among the earliest guests were Karl Eckweiler ’83 and Beth-Ann Bailey Eckweiler ’81, who travelled from Rochester, NY to participate. (Karl and Beth-Ann met on their first day of college, she proudly announced.)

Tours of the Tupper Campus were led by current student tour guides. Alumni who had never seen the Smithfield campus asked for a tour just like the ones prospective students receive when visiting Bryant for the first time. The East Side Campus interested not only alumni from that era, but curious students of today. Nelson Gulski ’26 and retiring Professor Marie Cote ’54 led tours that showed a very different campus that has long been part of Brown University.

For college roommates Marilyn “Jinx” Jenkins ’58 and Gail Eaton Colon ’58, touring the East Side was a bittersweet experience. “You can never go home again,” Jinx said as she and Gail told stories of dating Brown University “boys.” Eventually, both married Bryant graduates: Paul Jenkins ’58 and the late Donald Colon ’53.

Alumni weekend is meant for reliving such memories. For a short time, Jinx and Gail were transported back to their days on the East Side. Beth-Ann and Karl revisited the place where their romance began. They and many other alumni like them used this weekend to rekindle their fondness for each other and for their alma mater.
A YEAR OF FIRSTS - BRYANT’S NEW BEGINNINGS

SERVING STUDENTS

A new two-day Freshman Experience Program welcomed new students to campus last fall the weekend before upperclassmen returned. Freshmen had the College to themselves to get settled in their rooms, meet their classmates through small-group discussions and fun activities, and become comfortable on campus.

The new Alcohol Peer Educators (APES) program trained 30 students to conduct workshops on issues related to alcohol and other drug use for nearly 1,000 of their peers.

Assistant Director of Admission Frank Pavao received the first Outstanding Counselor of the Year Award for Rhode Island. He was nominated by Rhode Island's high school guidance counselors for the award, which was given by the New England Association of College Admission Counselors.

LINDA HACKETT, PhD
new Athletic Director

“...wish it weren't still true that this is unusual. Then we'd know that we've achieved equity,” says Linda Hackett, Bryant's new athletic director. What she's talking about is being a woman in athletic management and only the second woman athletic director in the New England-10 Conference.

Linda is looking forward to developing all of Bryant's athletic programs: varsity, club, intramural, and recreational. “Bryant students are outgoing, ambitious, bright, and athletically talented,” Linda says. “Seeing women in leadership roles causes students to think, and that's one of the most important things we can do for them.”

DEVELOPING A BUSINESS PLAN

Bryant students gained experience in making presentations to business leaders this spring as part of the first Business Plan Contest. Students in Jack Keigwin's undergraduate and graduate entrepreneurship classes worked in teams to develop viable, innovative business plans (see page 18). Two finalists from each class made presentations to members of the College's Entrepreneurship Advisory Committee. Winning criteria included concept, financial credibility, and potential for success.

Starplex, a virtual reality thematic entertainment center, was the winning graduate plan. Getaway Golf Connections, a golf tournament vacation package company, took top honors among the undergraduates.

CHARLIE QUIGLEY, PhD, marketing department chair, associate professor coordinator of the full-time MBA program

Building on the strength of its highly regarded evening MBA program, Bryant instituted a full-time MBA program last fall. Students can now obtain a masters in business administration in 12 months of full-time study.

Integration is the theme of the full-time program, according to Coordinator Charlie Quigley. “We have created an integrated curriculum that students approach by working in teams,” he says. Last fall, the L.L. Bean Company was used as a complex case example and the spring semester focused on various industries.

“Our aim was to develop a cross-disciplinary, strategic approach,” Charlie says, “which relates to the multi-dimensional nature of real-world business problems.”
At this year's Commencement, Bridgett Casey received the first Bachelor of Arts degree in Bryant's history (see page 13). Although the degree is new, the liberal arts are not. Liberal studies have long been a part of Bryant's curriculum. Economics, international studies, communications, English, and history were developed as BA degrees because they complement the business curriculum.

**MARCELLA ZURITA '93 and her family**

Marcella Zurita's senior year at Bryant was filled with recognition. She was a National Hispanic Scholarship recipient and a Career Expo '93 scholar. Marcella was the first Bryant student and one of only 35 across the country to be admitted to the University of Michigan's 1992 GMAC-AACSB Minority Summer Institute. Marcella has been hired by Digital Equipment Corporation and is part of its highly competitive financial management training program.

**JEFFREY HARKINS, PhD**

KMPG Peat Marwick Visiting Professor

Jeff Harkins, of the University of Idaho, was chosen as Bryant's first KMPG Peat Marwick Distinguished Visiting Professor.

Jeff emphasizes teaching future accountants to be effective communicators. Students' articles appeared as letters to the editor in the Wall Street Journal, Management Accounting, The Boston Globe, and the Providence Journal. "Once they've been published, students suddenly feel an enthusiasm for writing. It builds their confidence while it builds the College's reputation."

**ECONOMIC DEVELOPMENT**

- The largest grant in Bryant's history came this year in the form of a $2 million appropriation from the federal government. The money will be used to facilitate economic conversion necessitated by defense restructuring. The grant has spurred the growth of the Center for International Business and Economic Development (CIBED), which will unify the College's five corporate outreach centers (see pages 26 and 31).
- This year, the Center for Management Development sponsored its first PBS teleconference, "Creating Learning Organizations: Growth Through Quality." W. Edward Deming, Peter Senge, and a panel of educators and business people explored the implications of the quality movement in schools, universities, and businesses.
- A grant from the Disabilities Council allowed Bryant to offer its first Americans with Disabilities Training Program for businesses interested in accommodating the disabled.
- The Small Business Development Center, in cooperation with the Private Industry Council, developed the Entrepreneurship Training Program this year to offer an alternative to displaced workers in Rhode Island. The 20-week program provided 31 students with intensive training in the skills needed to establish and operate a business. Within a month of graduating, 23 participants had already established their own businesses, and four were employed.
Bryant professors are devoted to teaching. They constantly strive to find better ways to help their students learn. The faculty develop new methods of instruction through their own innovations, by sharing ideas with their colleagues, and through administrative support.

Jim Segovis, assistant professor of management, takes a practical approach to learning in his Organizational Behavior class. The class simulates a business; Jim is the CEO, students apply to be group managers, and then they conduct a competitive bidding process to choose other students for their teams. Each team chooses an organization for its semester-long case study. At the end of the semester, students write a lengthy "reflective" paper analyzing their personal experiences and applying the theories they learned to their group's experiences.

"The point of this approach is to enable students to apply theories," Jim says. "Most students don't have business experience and don't understand how businesses work or how to function effectively within them."

Associate Professor of Psychology Ron Deluga is well known on campus for his Learning for Leadership class. Unlike most classes, students can't just enroll in this one; they have to be chosen. Criteria include proven leadership experience; most of his students are current campus leaders, such as student government President Rob Fontanelle '95 (see page 43).

"The goal of the class is to teach students about the skills and qualities of effective leaders," Ron says. One way this is achieved is through what Ron calls "action-oriented experiential exercises," such as group role playing to develop conflict resolution skills. Each student also selects a real-life leader to study throughout the semester. A final project is a success/failure paper in which students each describe a personal success and a personal failure and what they learned from them. Ron says students often find that their personal failures parallel those of the leader they've chosen to study.

Marty Rosenzweig, associate professor of mathematics, uses collaborative learning in three of his calculus classes by organizing his students into learning groups. Keeping lecturing to a minimum, he outlines the problem and has the groups work on solving them together. Marty moves from group to group offering help.

Marketing Professor Frank Bingham is a leader in his department's efforts to combine theory with practical applications. In a graduate class, he and Professor Charlie Quigley videotape students as they try to "market" their product to the class and the videotape is critiqued by the group. The objective is to improve students' selling techniques.
Jerry Montvillo, assistant professor of science, has developed a multi-media curriculum for his biology classes. Jerry regularly applies advanced technologies in the classroom, including a Macintosh computer to project his class outline on a screen and combining the outline with photos, diagrams, animation, and sound. He recently invited other faculty to a seminar to share ideas about how they could adapt his design to their disciplines.

Bryant's faculty are interested in refining what they teach as much as how they teach it. The accounting, communications, and management departments are among those currently reviewing their curriculums to improve the education Bryant offers.

Planned changes in the accounting department reflect recent changes in the accounting profession. Department Chair Gary Cunningham says students need more general knowledge. "Rather than being data gatherers, accountants are analysts, consultants, and advisors," he says. "There is less emphasis on procedures and more on communication skills."

Last fall, the management faculty began an in-depth examination of its curriculum. Chair Roger Anderson says they concluded that management students need to learn three general types of skills: conceptual (traditional), human relations, and ethical (applying ethical sensitivities to business situations) in order to meet the rapidly-changing demands placed on managers in the business world.

Although the former business communications curriculum has been revised as a liberal arts degree, business-specific communication courses are still being offered and developed. Chair Mary Lyons says other existing courses are being divided for greater depth of analysis. Examples include the journalism class becoming broadcasting, and print media and the graphics/audio-visual course becoming two to take advantage of the latest technology.

Next year's developments will include a major project that will support internationalizing the curriculum, thanks to a US Department of Education Title VI grant for international studies and foreign languages. This two-year grant will be administered by Professor Bill Hill, chair of the international studies department, and Professor Bill Graves, director of the language/learning center.

These are but a few examples of the many innovations occurring and being planned across the curriculum. Whether in business or the liberal arts, Bryant's faculty are constantly responding to and striking a balance between the needs of the students and the professional world. ▲
BURTON FISCHMAN, PhD, professor of English

"A good teacher makes him or herself unnecessary."

► Burt Fischman wasn't named Outstanding Liberal Arts Professor this year because he's "unnecessary." Instead, his colleagues and students honored him for his expertise and the enthusiasm he shows toward both his topic and his students. In recommending Burt for the Outstanding Professor Award, students said he always gives 150 percent to them and to the class. Burt teaches Written Communications, Administrative Communications, and Communications for Management.

But "Doc," as he's known to his students, is perhaps best known for his Advanced Public Speaking class. This is not the place for formal presentations by students in three-piece suits nervously holding index cards. Instead, it's a class where students concentrate on their presentation.

Rag doll exercises and pantomime performances are among the techniques Burt uses to help students "loosen up" and reduce stress before a presentation. ("You have to slow down before you can speed up," he says. "High energy is good only if it's focused.") Students are also encouraged to wear costumes related to their topic, such as a physician's operating room garb for a talk about health care. A "high five" marks the end of a good presentation.

"I want students to think about physical movement, to be animated," Burt says. "I want them to take charge of an area, to use space."

When his students give a presentation, they take center stage, and Burt joins the audience. He wants to work with them, and for them to work together. "Our interaction is not, 'Turn to chapter one,'" says Jill Kostzewski '93, who has taken classes with Doc. "We laugh, applaud, and critique each other. We take pride in our work and really want to come to class."

Their teacher takes pride in his work as well, and has been recognized accordingly. He was just named to Who's Who in the East for his academic achievements, corporate consulting work, and community service. This summer he will receive the National Federation of Jewish Men's Clubs' Maasim Tovim Award as a "doer of good deeds."

"This is the biggest year of my career," Burt says. "And I know the best is yet to come."

Burt's success stems from his unorthodox approach to his discipline which, in turn, relates to his youth.

"Everyone I knew was in show business," he says. He worked summers as a Master of Ceremonies in the Catskills, while also working for a wholesale stationery business. Then came the Cambridge School of Radio Broadcasting and the American Academy of Dramatic Arts. While traditional education followed, he never forgot "show biz."

"This is the only way I know," he says. As his students will attest, it's enough. ▲
By the time they start their senior year in college, most students are well established on campus. They have their circle of friends, know which professors to take and which to avoid, and are vacillating between coasting to graduation and agonizing over how to land their first job.

For his senior year of college, Andrew Witkin decided to start over. He packed his bags, left his college and his country, and headed for Smithfield, RI. The decision didn't strike him as unusual. "I liked the idea of having my last year be totally new," he says. "I like to travel and see different things."

"I've already started international networking."

ANDREW WITKIN, exchange student from Dalhousie University, Canada

Andrew came to Bryant from Dalhousie University in Nova Scotia by way of the New England Exchange program. A business major, he was looking for a specialized marketing program. Friends knew people who went to Bryant and liked it, so last July, Andrew decided to visit. The campus and location appealed to him after three years in Dalhousie's urban setting. After meeting with Professors Bingham and Quigley, Andrew was sure that Bryant had what he was looking for.

"There are a lot of courses here that I couldn't take at my school," he says. "Courses like desktop publishing, direct sales, and strategic marketing for the tourism industry. Also, with the smaller classes, I knew I'd have more personal contact with professors to help me pursue my interests."

One of his best classes was an independent study in international marketing with Professor Quigley. Andrew used the resources of the College's Export Assistance Center to develop his project about exporting games to Canada, and especially to analyze channels of distribution.

A few days after watching his friends graduate from Bryant, Andrew returned to Dalhousie to graduate with his class. (He's proud to say he's considered an alumnus of both schools.) Now it's time to assess his career options.

Job prospects may keep him in Canada, or take him to Boston or California. Regardless, Andrew's definitely interested in a career in international marketing, either in creative promotion or product management, and feels he has made a good start.

"By coming to Bryant, I've already started international networking," he says. "I've also learned about the American business environment.

"I'm willing to work anywhere with opportunities and long-term growth," he says. Once again, Andrew Witkin is not afraid of starting over.▲
Judy Litoff's office is a mess. ("A wonderful mess!" she says.) Every available inch is packed with books, letters, photographs, and memorabilia related to her World War II research. Specifically, it is the wartime correspondence of United States women that fascinates Judy and compels her to live amidst such chaos. She says she doesn't mind the clutter that faces her at work and at home.

"This is my life's work and I love it," Judy says. "For the first time, we are able to determine how women actually experienced and perceived the war years."

The life's work has prolific results for Judy and her research partner, Professor David Smith from the University of Maine, who was her dissertation advisor. They have published three books to date: Miss You: The World War II Letters of Barbara Wooddall Taylor and Charles E. Taylor; Dear Boys: World War II Letters from a Woman Back Home; and Since You Went Away: World War II Letters from American Women on the Home Front. Two more books are under contract, including We're in This War Too: World War II Letters from American Women in Uniform, from Oxford University Press.

"It took a long time to get Miss You published," Judy says. "After that the publishers came to us."

As it turned out, the timing of the books could not have been better. With the fiftieth anniversary of World War II, their work has attracted national interest. Media attention includes appearances on CNN, a special on National Public Radio, and feature stories in Yankee Magazine and History Today, among others. More than 60 public presentations throughout the country have brought regional publicity.

This is an anniversary year for the authors, as well. It was five years ago this spring that they began a nationwide search for letters written by American women during World War II. They sent out what Judy calls "an author's query" to 2,500 newspapers, magazines, and libraries around the country asking for letters for a book commemorating the fiftieth anniversary of World War II.

"I remember the arrival of the first letters very well," Judy says. "It was Commencement day, 1988, and I came into the office in my cap and gown. I opened a letter and out fell 17 V-mail letters from World War II. I couldn't believe it!" Over 30,000 letters have since arrived from more than 800 people.

All of the letters are interesting, many are touching. Together, however, they are daunting. To organize, condense, cross-reference, and analyze 30,000 letters is a formidable proposi-
excited about your research, that spills over into the classroom."

JUDY BARRETT LITOFF, PhD, professor of history

tion. The solution lies in computers and a database application designed by Steve Frazier, manager of academic computer research at Bryant.

"I had computer phobia before this project," Judy says. "Now I go into withdrawal if I'm not on the computer six hours a day!"

Putting the letters on microfilm is the next step. "This is for the future. We want scholars throughout the United States to have the opportunity to utilize this important primary resource."

Today's scholars are benefitting, too. The project makes a popular student internship, Judy says, since it combines the liberal arts with computers. Meredith King '94, a double major in history and management, worked on the research this year as part of a directed study. And Birgit Neumann '93 MBA was a graduate assistant on the project. Others have access to the information through what Judy calls "an in-house research center for students."

Those students are often pursuing business careers. "It is particularly challenging to reach out to practical-minded business students," she says. "We are offering them the same history education that they would get at a strictly liberal arts college."

"For most historians, ambiguity is what is so much fun. We never feel that we've found 'the truth.' This is symbolic of the ambiguity of the complex problems that Bryant students will face in the world of business when they graduate."

The letters of yesterday's women, the courses and careers of today's students, and the questions of tomorrow's scholars are all part of Judy Litoff's work.

"I've always been interested in incorporating the stories of ordinary people into our accounts of the past," Judy says. Student and public response indicates she is not alone. ▲
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JUDY BARRETT LITOFF, PhD, professor of history

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PROFESSIONALISM

Education for professional and personal success has long been a hallmark of Bryant College. Today’s graduates earn a degree that represents a comprehensive education designed to meet the demands of a complex work place. Whether they are headed for careers as entrepreneurs or business leaders, historians or writers, Bryant graduates are well prepared for their futures.

College services help Bryant students become successful alumni. The internship program allows them to get a head start on their chosen professions. This year, 279 students gained experience in corporations, community organizations, and on campus. The Career Placement Office helped students make the transition to professional life with a wide variety of seminars and active recruiting. Over 200 companies recruited on or off campus this year, with impressive results. Bryant has a history of placement success; for example, within six months of graduating, 93 percent of the Class of 1992 responding to a survey reported they were either employed, full-time graduate students, or in the military.

Throughout its 131-year history, Bryant has prepared men and women to begin or advance their careers in business. Relationships with the business community have always been cultivated (see CIBED, pages 26 and 31). The curriculum has evolved in response to the demands of the business world and advances in technology (for example, the invention of the typewriter in 1872 was a catalyst in the secretarial studies program, and rising computer technology contributed to its discontinuation 100 years later as students’ interests changed).

Professor Marie Cote embodies many of the changes in Bryant’s curriculum and professional preparation. She received a BS degree in teacher education from Bryant in 1954 and taught in both the secretarial and teacher education programs. When those programs ended, she gained the training needed to become a professor of accounting. Marie retired from Bryant this year shortly after being named Outstanding Business Professor.
Mike Alonzo was one of the first '93 graduates to land a great job. How he did it ties directly into his Bryant education, his work experience, and his personal drive.

"Daly and Walcott is a consulting company using computers, so they're looking for people with business degrees," Mike says. "Because I was a finance/CIS major, I had exactly what they were looking for."

The company recruited on campus, where Mike was interviewed by the company president. When he was offered the job of program consultant in December, Mike had no doubts that it was the right decision.

For now, Mike will be busy in a four-month training program. After that, he hopes to stay at the home office in Rhode Island for more visibility, he says.

Bryant networking is in full force at the company. Mike's mentor is Bryant alumnus Steve Machacz '91, who is a computer analyst in the Lexington office. "Daly and Walcott have a history of hiring Bryant graduates," Mike says. "Our track record is good with the company."

Mike's personal track record is pretty good, too. Throughout his senior year he worked as a software consultant in the Koffler Technology Center, helping other students solve their computer problems. (His determination to help pay for his education impressed his future employers even more than the work experience did, he says.) It was an internship doing computer programming for a large convenience store chain that influenced him to pursue the computer field, and helped him land his current job.

"I started majoring in finance because I liked it, but I just got greedy, I guess. I've always liked to dabble in computers, so I decided to major in CIS, too."

The two interests have come together in a promising and satisfying career for Mike Alonzo. "I plan to stay at Daly and Walcott," he says. "The career path is good and the company is growing fast. I can head in just about any direction." His four years at Bryant certainly got him started in the right direction.
Jack Keigwin has two full-time jobs. For him, leading a double life as company president and college professor works nicely.

Jack began his teaching career almost by accident. Eight years ago, he was a guest lecturer in graduate courses at Bryant, talking about both his business and his views on entrepreneurship. Soon he taught one class, then another. At Professor Wally Camper's urging, Jack joined the faculty full-time two years ago.

"I don't think anything gives me more challenge and satisfaction than being in the classroom," he says. "It's invigorating. Young people force me to be able to support my thoughts. They help me get a perspective on business and social issues relevant to the curriculum."

Making sure that the curriculum is relevant to the business world is central to Jack's way of teaching. Entrepreneurship is his specialty on campus and in the working world.

"My colleagues refer to me as 'the resident pragmatist,'" he says with pride. "If an entrepreneur is someone who takes risks, tries to be innovative and creative, and needs to have a degree of control, then I'm one."

Jack is the president of FH French Company, a construction firm based in Lincoln, RI, that specializes in developing industrial properties. The company does more than construction. They also design everything they build, finance most of the projects, and retain ownership of about half of their projects (including the office park where his company is located). Jack says most of their work is subcontracted, allowing them to do high volume with a small staff. "We've stayed the same size for the last ten years by design," he says. "We do between five and ten million dollars a year in sales."

The "we" in Jack's life includes his wife, Beverly, who is in charge of the business' finances. Many years ago, the company belonged to her family, and Jack worked there summers while in college. ("I was the boy next door who married the boss' daughter," he says with a laugh.) A chemist by training, Jack worked for Union Carbide after college, then took a leave of absence to earn an MBA at Harvard. His entrepreneurial career followed. Those early experiences included developing and selling the world's largest aerosol company; starting a yacht building company in West Germany; and acquiring, then selling, a pen manufacturing company in Rhode Island.
Meanwhile, the principles of FH French Company retired, and the business fell dormant. In 1978, Jack and Beverly acquired it through a leveraged buyout.

It is this experience that sparks Jack's interest in Bryant's Institute for Family Enterprise. He's on their board of advisors and acts as a panelist for seminars. Experience also qualifies him to do consulting for the College's Small Business Development Center. As a member of the board of the Private Industry Council, he conceived of the new Entrepreneurship Training Program (see page 6) and was instrumental in securing funding for it. Jack is also vice chairman of the Northern Rhode Island Chamber of Commerce and president of the Omni Development Corporation, the largest non-profit organization for affordable housing.

Jack's varied work life ties into his life as teacher. "I sprinkle the coursework with examples from my own relevant experiences," he says. "I think that legitimizes the message I bring to the classroom. I share successes, but also difficulties."

Making connections between the classroom and businesses is a challenge Jack relishes. He has developed the Entrepreneurship Advisory Council to allow private industry to offer their perspectives on entrepreneurship course development at Bryant. The council's membership is comprised of business leaders, including Bryant alumni such as certified financial planner Alan Wardyga '77, '84MBA, whose office is next door to Jack's.

**business community demands.**

**JACK KEIGWIN, Executive in Residence**

"It's easy for me to see the benefits of having the business community comment, critique, and contribute to how classes are taught and skills are developed," Jack says. "This market-driven approach can be applied to many disciplines."

Applying his entrepreneurial spirit, Jack is once again looking for new ways for students to learn. Through the Visiting Executives Program that he and his wife-founded and finance, business leaders visit campus for small group meetings with students. And this year he initiated the Business Plan Contest, with plans developed by students in his undergraduate and graduate entrepreneurship classes and judged by practicing entrepreneurs (see page 6).

Jack says that although he doesn’t expect everyone in his classes to become entrepreneurs, exposure to that way of doing business is an important part of Bryant students' education. "Entrepreneurship is a management style that's significant, especially in times of downsizing and corporate restructuring," he says. "Even if students don’t become entrepreneurs, they’ll probably work for, buy from, or sell to them."

For Jack Keigwin, entrepreneurship is not only a way of life, it’s a state of mind.
Education does not end when an individual graduates from high school or college. Many experts project that young people entering the work force today will probably change careers five times before they retire. Rapidly changing technologies and a highly competitive job market have placed a premium on employees who can learn and adapt quickly. Whether for career advancement or personal enrichment, learning has become a lifelong endeavor.

Bryant meets these changing needs. From one-day seminars offered through the Center for Management Development (CMD) to part-time undergraduate and graduate programs, lifelong learning opportunities abound at Bryant.

More than 2,100 students were enrolled part-time in Bryant's undergraduate program during the 1992-1993 academic year. While the majority of them were between 25 and 35 years of age, they ranged from teenagers to over 60-year-olds. Sixty-three percent of them were women.

Part-time students attended day or evening classes during the school year, in the summer, and during winter break. Wintersession saw a record 406 enrollments this year, including many full-time students interested in accelerating their studies.

At this year's Commencement, 141 graduate students received degrees. During the academic year, their ranks swelled to nearly 600 students pursuing Master's in Business Administration part-time and 57 studying for the degree full-time (see page 6). The Master of Science in Taxation was pursued by 124 taxation professionals interested in becoming
specialists. And 12 students were working toward the Certificate of Advanced Graduate Studies this year. Full-time MBA students were considerably younger than their peers: 23 years old versus 32 for part-time MBA students, 33 for MST students, and 30 for those pursuing CAGS. Among the students in these programs were many Bryant employees interested in continuing their educations.

CMD, which just celebrated its twentieth anniversary, sponsored more than 320 continuing education and on-site training programs for more than 6,500 business men and women this year. In response to the changing needs of employers and professionals, CMD adjusted its offerings this year. CMD's one- to three-day seminars are now grouped under six certificate and six non-certificate programs. Topics include training and development, quality improvement, and operations management. The Certified Purchasing Manager Review program was established this year to prepare purchasing professionals for the certification exam. More than 60 evening courses offered by CMD include two new concentrations: bookkeeping/accounting and professional development. In the last two years, CMD's innovative nonprofit management certificate program won awards from the Association for Continuing Higher Education and the United Way of America.

Professionals at all stages of their careers can earn advanced credentials through Bryant's lifelong learning programs. Companies can turn to Bryant to get the training they need for their workforces. Through these efforts and those of the CIBED outreach centers (see page 27) Bryant is positioned to affect the future of the region's businesses.
Joyce Cody '93MST and Dennis Cody '93MST, with Johnny and Kathryn, the youngest of their nine children.

"We have to have our lives down to a science.

- Picture a woman sitting at a computer doing homework. Easy. Now envision that same woman nursing a baby propped on a pillow on her lap. All right. Combine the two images, and Joyce Cody's life comes into focus.

Joyce and her husband, Dennis, are taxation professionals; she runs a personal tax business from their home, and he's a partner in a CPA firm. Both graduated from Bryant's master of science in taxation program this spring. They are also the parents of nine children, ranging in age from 28 to 3.

Making this balancing act work took a lot of planning and the cooperation of the entire family. Class schedules were always arranged around work and home schedules. The older children baby sat the younger ones while Joyce and Dennis were in school. They usually took the spring semester off for tax season, but the classes were made up in the summer when older children were home from college and available to babysit. To minimize the burden of their two-hour commute to Bryant, the couple always arranged to take classes on the same night.

"We have never had outside babysitters," Joyce says. "The children always take care of each other. They know each other best."

Most of the children are not really children any more. Michael, the oldest, is a CPA attending law school. Maureen is a staff accountant with her father's firm. Charlotte is earning a PhD in engineering. Frank is an accountant. Joyce is an education student, and Dennis is studying engineering. There's a ten-year gap, then comes Janet, who's in fourth grade. Kathryn and Johnny are preschool age.

"Education is so much a part of our environment at home," Dennis says, "that our kids always assumed they'd go to college. It was never a question of whether, but of where. Regardless of the academic discipline, the fact is that higher education is important to their ultimate position in life."

"It was a financial burden," Joyce adds, "so each child was encouraged to work. They all paid for at least half of their college expenses. They appreciated the mutual effort and resulting education."

Both Kathryn and Johnny were born while Joyce and Dennis were MST students. "Kathryn was born on a class night," Joyce recalls. "Professor Notarantonio was very understanding and gave me an at-home exam." (See page 35.) Johnny was born in May during the tax season, so Joyce and Dennis were not in school. The hiatus was short-lived, however; they began the summer semester a few weeks later.

Despite the extra burden their own advanced education placed on their finances and their lives, Joyce and Dennis have no regrets. "I got an MST to enhance the tax and estate tax expertise I had as a CPA," Dennis says. "The program more than satisfied my needs."

Dennis is a partner in the firm of Jennings, Cody, and Leahy, with offices in Taunton and Middleboro, Mass. The practice includes 500 individual tax returns, 200 corporate returns,
not-for-profit financial statements, estate planning, and financial planning for individuals and small businesses. Joyce’s business includes complicated individual tax returns subcontracted from Dennis’ CPA practice, as well as her own clients.

“The MST program gave us the information we needed to have more confidence as tax professionals,” says Joyce. “I wanted to learn as much as I could to serve my clients, and I did.”

Joyce runs her business out of their home. She has what she calls “a fully-equipped office” in a separate wing, with a playroom upstairs. “I can hear the kids, and they can tell me what the others are getting into,” Joyce says. “They really take care of each other. They even feed me!”

The Codys are natural planners, whether it’s their family life, educations, or careers. Working as a team, and depending on the cooperation of their family, Joyce and Dennis have made a success of all three. Looking ahead, they seem ready for anything. “We have no immediate plans for more children,” Joyce says. “But if additional taxation courses were offered at Bryant, we’d jump right in!” Dennis adds.
Jack Rubens doesn’t fit traditional images of a college professor, and he doesn’t act like a typical academic department head. Jack is best known for his omnipresent sneakers, his unusual office decorations, and his wry sense of humor. On his office walls hang unlikely album covers: Leonard Nimoy singing “I’ve Got a Hammer”; Mae West Sings the Beatles; and, one of his favorites, Sebastian Cabot Sings Bob Dylan.

Jack may not seem serious or scholarly, but he is. A recognized authority on banking, Jack is a frequent source for the media. He has been quoted widely about everything from the future of banking regulations to private insurance to changing tax laws. His opinion pieces have appeared in The Wall Street Journal, The Washington Times, and American Banker. But he seldom does television appearances anymore. (“I can’t stand the make-up!” he says.)

An active researcher and a much-published author, Jack has three titles among the Comptroller of the Currency’s 50 “must read” articles. Research ensures that he keeps current with literature and enables him to bring his findings into class. “I couldn’t be an effective teacher if I wasn’t a researcher,” he says. “And consulting’s the same.”

If Jack Rubens has a key to success, though, it wouldn’t be research, or consulting, or media outlets. It would have to be staying in touch with the business community.

“I keep in constant contact with business and regulating leaders to see what’s coming,” he says. “This way I’m doing my best to ensure that students can handle those changes when they happen.”

Jack is interested in practitioners’ ideas about what he should be emphasizing in class to meet future business conditions. He finds this exchange makes him more effective in preparing students for their careers. This networking, with Bryant alumni and other financial leaders, also helps him learn about internship and employment opportunities for current students.

His practical approach applies to coursework, too. Jack describes his class in commercial bank management as, “a hands-on course where students do what they would actually do at a bank - figure reserve requirements, decide investment portfolios, and make loan decisions.” Next year, he plans to bring bankers into class to critique student presentations on loan decisions.

Whether teaching undergraduate or graduate school, Jack Rubens’ tenets remain the same: “It doesn’t matter what’s happening now,” he asserts. “What will be happening two years from now and more?” In all likelihood, Jack Rubens has a pretty good idea.
Looks must be deceiving. Sue McDonald appears calm and in control, yet each day she balances the demands of marriage, children, a full-time job, and college studies. Even the most accomplished person should seem frazzled performing four such demanding roles. Or at least look a little tired.

For Sue, the key to her composure is good management. And the objective is career advancement.

“My day begins at 6 a.m. and doesn’t end until midnight,” Sue says. The hours in between don’t leave a moment to spare. After helping her two teenage children and husband get on their way and doing some housework, Sue arrives at Bryant College at 8 a.m. for work. She is the Office Supervisor of the College’s Part-Time Studies Division, managing a staff of three, helping part-time students with their questions, and implementing the office’s new computer network. “My job is to make things run smoothly,” she says. Lunch is a combination of catching up on the day’s work and studying for class.

At 4 p.m., Sue heads home to prepare dinner for her family. Changing into the college student’s outfit of jeans and a sweatshirt, she heads back to Bryant for an evening of classes. “Even though I’m tired, it’s not hard to go back because I really like my courses,” she says. Coming full circle, Sue returns home and does a little housework, homework, or office work before going to bed and doing it all again the next day.

“My life wasn’t always this easy,” she says with a laugh.

Sue began working at Bryant in 1980 as a data entry clerk after graduating from Katherine Gibbs and soon enrolled in the College’s evening division. However, after two years of study she found it was too difficult managing the competing demands of a full-time job and two young children and decided to postpone her college career. It would be eight years before she would resume her studies.

As Sue’s children grew, so did her ambitions. On the job, she received several promotions that prompted a personal discovery. “I like a job with more responsibility and want to advance my career. The best way to do this is to continue my education.” Now back in the part-time studies program, Sue expects to complete her associate’s degree by December, 1994.

“My family thinks it’s great that I’m back in school. It’s easier now that my children are teenagers because they can do more for themselves,” Sue says. “They like to kid me a lot, but also give me pep talks when I’m nervous about a test or an assignment.”

“Watching me study has also given my kids a new appreciation for their own educations, and I’ve seen their study efforts increase a level or two,” Sue says. “It’s even rubbed off on my husband, who is taking computer courses at Bryant to help him at work.” The entire family benefits from lifelong learning.

Sue’s return to class has provided her with an unusual opportunity to view a college education from two perspectives, as both an employee and a student. “It’s unusual to give students advice during the day and sit next to them in class at night,” she says. “It’s a bonus for me. In the office I get to meet people from many work environments, which gives me an education.” In fact, Sue is interested in expanding her current role by becoming a student advisor once she completes her education.

Her plans also include a bachelor’s degree. “It might be a bachelor of arts, because I really like English and history. Or maybe a bachelor of science in management.”

Management would be a logical choice. Judging by a typical day in Sue McDonald’s life, it’s an area she already knows a lot about.
Bryant students are continually encouraged to seek opportunities to learn. They go well beyond the classroom, knowing that education comes not just from books, but from diverse experiences. They leave Bryant ready to become business leaders, and community leaders as well.

Students, faculty, and staff contribute to and benefit from their associations around campus, in corporations, and throughout the community. An estimated 1,500 members of the Bryant community give of their time, energy, and expertise each year.

Annual events such as the Northern Rhode Island Special Olympics, which is managed by an all-student team, and the Kristen Hatch Memorial Road Race bring college and community groups together on campus for a greater good. (The Hatch Race honors a student who was killed by a drunk driver in 1990. Alcohol awareness activities accompany the race each year.) A weekly Dress Down Day allows faculty and staff to dress casually and students to dress professionally every Friday in exchange for a $2 donation to charity. The activity is organized by the Executive Secretarial and Clerical Council.

Bryant students seem to relish the challenge of doing things at length. Hence, this year's activities included a Teeter-totter-a-thon, a Putt-a-thon, a Rock-a-thon, a Swing-a-thon, and a 100-mile barrel roll. Beneficiaries included a home for abused children, a home for the parents of seriously ill children, PUSH (People Understanding the Severely Handicapped), the American Diabetes Association, and the American Heart Association. Every year the plight of the homeless becomes visible on campus when students erect a temporary cardboard city to raise money for shelters.

Members of the Bryant community just need to look around the Unistructure Rotunda to find ways to get involved. Homemade banners invite onlookers to preserve an acre of South American rain forest; join Amnesty International; donate canned goods to the Bryant Hunger Coalition food drive; volunteer to paint and clean a Massachusetts church; or gather Toys for Tots during the holidays.

Faculty and staff also participate in the community through the College's Speakers' Forum. Bryant experts address professional and social organizations throughout the area, usually free of charge. This year, community groups included Active Retired Americans, Association for Retarded Citizens, and Rotary Clubs. Professors and administrators also spoke on many panels at colleges and universities locally, nationally, and internationally. Professional groups that benefitted from their expertise included management associations, secretarial organizations, and accounting societies.
Bryant has a long and successful tradition of preparing future business leaders. One way it does so is by offering faculty and students access to the business community. Bryant has a vested interest in the prosperity of that community and is committed to its success.

The Center for International Business and Economic Development (CIBED) was created this year to serve businesses throughout New England. Specifically, it is intended to create a framework for nurturing small business development, accelerating reemployment through training programs, developing the College's role in international commerce, and identifying key defense technologies suitable for conversion to commercial applications.

A $2 million grant from the federal government provided the "seed money" to develop CIBED. The College's Corporate Partners Program is continuing fund raising for CIBED-related research projects and possible facilities development.

Presently, CIBED consists of the College’s five corporate outreach centers, which serve the varied needs of the area's businesses.

Launched in 1974, the Center for Management Development (CMD) serves as many as 8,000 individuals and 1,200 corporate clients every year. CMD provides professional development seminars, including certificate programs, and continuing education courses, both at the College and on company sites.

In 1988, the Rhode Island Export Assistance Center (EAC) was developed in response to area businesses' specific interests in entering or expanding into global markets. Services include one-on-one consulting, training, informational seminars, evaluation, and trade lead matching.

The Institute for Family Enterprise (IFE) was founded in 1990 in recognition of the role the family business plays in American commerce. IFE's counseling and seminars focus on topics unique to family businesses, such as interfamily work relations and succession issues.

The Rhode Island Small Business Development Center (SBDC) began in 1982 to provide consulting, training, and support services to Rhode Island's small businesses. One-on-one assistance ranges from production and marketing to finance and management.

The World Trade Center Rhode Island (WTCRI) is part of an international association that provides members with trade information and connection to clients throughout the world. WTCRI offers seminars, temporary office space, language translation facilities, and meeting and exhibition space.
Doug Levin doesn’t want to talk about himself. He’d much rather talk about his students, his colleagues, his family, his kids from the Hole in the Wall Gang Camp. Especially them.

Doug’s face lights up when he talks about actor Paul Newman’s camp for children with life-threatening illnesses. It is clearly not pity, but love that motivates Doug to spend weeks every summer with children from around the world. Love for the children and of having fun. (“I always liked camp,” he says with a grin.)

“The camp’s an intense 10 days of pure fun and unconditional love,” he says. “It’s a safe place, a non-hurtful place. There’s so much support there. It’s both a heaven and a haven.”

Doug’s passion, and his camp scrapbook, are well known around the Bryant campus. Last summer, Peter Jackson ’93 volunteered at the camp with Doug. This year, the Unistruc­ture Rotunda was the site of a “Putt-a-Thon” sponsored by Beta Sigma Chi fraternity to raise money for the Hole in the Wall Gang Camp. In other events, the fraternity, which Doug advises, helped raise $10,000 for leukemia research.

You’re not truly

The life lessons he learns at the camp influence those he teaches at Bryant. “The camp has made me less lenient on the kids here,” Doug says. “The camp kids don’t complain; they just do the best they can. Here, I’m known as extremely challenging. Students say I ask too much of them. But they seem to like me anyway!”

Student feedback is important to Doug; that’s why he makes anonymous course evaluations part of his final exams. “He can run class late, and you don’t hear one bookbag zip or book shut until he’s done,” says a student in his part-time studies geology class. “Learning how to think things through and use knowledge gained in the classroom in attacking real-life problems will stick with me throughout my life,” says a student in an honors class.

“Our goal in the science department is to create science-educated business people,” Doug says. “It’s important for careers in biotechnology, manufacturing, and environmentalism. Marketers need to know how to sell to the ‘green’ consumer to increase profits. Really, where is science not important?”
successful until you start giving back."

DOUG LEVIN, PhD, science department chair, assistant professor

Still, maintaining student interest in a required science class can be a challenge, so Doug uses tools and stories to pique their interest. Stories are not unusual at Bryant; many faculty are active consultants who use their “real-life” experiences to accentuate the coursework. Doug’s current consulting has him working on a cable-crossing survey in Woods Hole, Mass.; dredge material disposal in Louisiana; sewage outfall extensions in San Diego, Calif.; and environmental monitoring of the Quabbin Reservoir in Massachusetts.

It’s the toys as much as the topics that differentiate Doug Levin. Not many professors use Play-Doh in class (to illustrate the earth’s layers) or dousing rods, buckets, and hoses (to discuss groundwater). Technical discussions about erosion are accompanied by Doug’s vacation slides of his family at the Grand Canyon. And sometimes, he says, “I show slides of my grandparents just to perk students up between topics.”

Considering how technical geology can be, “perking up” might often be needed. Doug’s resume is certainly hard to follow. Terms such as “gasification,” “geotechnical,” and “fathometers” abound. But interspersed throughout, references to “business development,” “contract negotiation,” and “report writing” bring to light the relationship between Doug Levin, registered professional geologist, and Bryant College.

Honors courses are used to tie science into business. In the final group project in his Applied Coastal Oceanography class, for example, students use charts and technical information to locate a shipwreck complete with treasure. They devise a technical proposal, including cost assessment, to locate the wreck, and the class evaluates the proposal and decides whether to invest in the project.

“No other course has challenged me to be so aware of the pressures of the business world and its connection to the world as a whole,” concludes one student. Sometimes it’s just that easy for Doug Levin to cultivate science-educated business leaders.
(100 percent, she says) and recommendations from guidance counselors, Jen received Early Admission at Bryant. “I didn’t tell anyone freshman year,” she says. “I didn’t want anyone to think differently of me since I hadn’t finished high school yet.”

Despite being a year younger than her Bryant classmates, Jen Speicher is anything but immature. Like high school, Jen’s Bryant experience was characterized by looking for challenges. She found them in diverse academic opportunities as well as extracurricular activities.

Jen learned Chinese at Bryant with Professor Bill Graves, for whom she has great respect. (“He really cares about students and doesn’t underestimate them,” she says.) Then, the

“I feel it’s nice to give something to others . . . we’re fortunate not to have disabilities.”

JENNIFER SPEICHER ’93, games director, Northern Rhode Island Special Olympics

The Special Olympics have long been a part of Jen Speicher’s life. She first became involved as an athlete escort while in high school in Killingworth, CT. When researching colleges, Special Olympics turned out to play a role in her choice.

“I was impressed that Bryant hosts the games,” she says, knowing then that she wanted to stay involved. In her freshman year at Bryant, she became chair of Olympic Town, a tent of activities for athletes. By her senior year, she was Games Director, responsible for everything from recruiting 50 student volunteers to making backstage reservations to speaking at the event that attracts 500 athletes and innumerable guests to campus.

After just three years of high school, Jen was ready for college. With her parents’ support summer after her sophomore year, Jen put her skills to the test by spending a semester studying in China.

“China was a great learning experience for me,” she says. “You’re taught a lot about other cultures, but you can’t fully understand until you deal directly with the people.”

Now fluent in Chinese and French, this marketing major hopes to utilize her language skills at an American company with a global scope. She’s interested in researching foreign cultures, and in designing a product and adapting it to meet the needs of different countries.

With hands-on management and marketing experience, international exposure, fluency in two languages, and graduating magna cum laude, Jen Speicher is not likely to be in the job market for long.
As a professor of management, Kumar Chittipeddi knows a lot about practical applications. Strategic management is his specialty, and he wants students to develop the perspective of a chief executive officer in addressing issues.

As chair of the CIBED taskforce, and now Interim Director, Kumar is able to develop applied learning opportunities on a larger scale. CIBED is the Center for International Business and Economic Development, the umbrella organization for the College’s five corporate outreach centers: the Center for Management Development, the Export Assistance Center, the Institute for Family Enterprise, the Small Business Development Center, and the World Trade Center.

“I think it is symbolic that the taskforce chair is a professor,” Kumar says. “CIBED is central to the College’s mission. It builds bridges between faculty, students, and businesses that allow everyone to benefit.”

“Right from the freshman year, we can give students an opportunity to be knowledgeable about different businesses, to do ‘job prospecting.’ Faculty will have more access to business for research, consulting, teaching, and sabbaticals. Businesses will benefit from programs in international business, entrepreneurship, workforce development, and technology transfer.”

CIBED is not the first time Kumar has gone beyond the classroom to become involved in his professional field. He is active in the Academy of Management, the national professional organization for management faculty. For the past two years, he has been editor of its entrepreneurship newsletter, and he serves on the Eastern Academy of Management’s Board of Directors.

One way Kumar stays current in his field is by working directly with the business community. He serves on the Economic Advisory Committee of the Greater Providence Chamber of Commerce, specifically working on the industrial competitiveness project funded by Narragansett Electric.

Kumar is also an active consultant for some of CIBED’s divisions. He conducts workshops for the Center for Management Development (CMD), the Export Assistance Center (EAC), and the Small Business Development Center (SBDC), where he was named Outstanding Consultant of the Year for 1992. Kumar’s experience is diverse: his clients include Fortune 500 companies, universities, non-profit organizations, and the US Air Force.

CIBED, CMD, EAC, SBDC, the Chamber of Commerce, and professional organizations all give Kumar Chittipeddi an opportunity to practice the management he teaches. He says, “The educational process must be enriched by hands-on experience.” Apparently applied knowledge is as relevant to teachers as it is to their students.
Diverse and challenging coursework is at the center of a Bryant education. But Bryant College is more than academics. "Student life" is an important component of the college experience. Sports and clubs offer relaxation and fun, and are vehicles to meet others with different interests, backgrounds, and goals. Through clubs and teams, students can apply the teamwork and leadership skills they've learned in class.

There is no shortage of ways for students to get involved at Bryant. Nearly 90 percent of Bryant students are active in more than 55 clubs and organizations that center around students' professional, community, athletic, social, or religious interests. Nearly 20 percent of Bryant students belong to the College's fraternities and sororities, which are as well known for their community service as they are for wearing Greek "colors" on Wednesdays. Activities are so important to students that in February they approved a referendum to increase their student fees by 20 percent to support their clubs and organizations.

This academic year included many new, and different, student events. Cutting-edge imagery visited Bryant in October with Dactyl Nightmare virtual reality, an interactive, computer-driven game that students had been reading about in major magazines. The program was sponsored by the Greek Presidents' Council and the Student Programming Board. A Wild Video Dance Party filled the Unistructure Rotunda in April. Sponsored by the Student Programming Board, the Multicultural Student Union, and the Commuter Connection, proceeds from this event benefitted the Special Olympics. Thanks to the Greek Presidents' Council, mime Trent Arterberry came to campus to entertain area schoolchildren, as well as college students. The local community is welcome at many College events throughout the year.
ACHIEVING BALANCE

Also throughout the year, different athletic activities offered students ways to get involved while staying in shape. Athletic facilities were very busy every day from the end of classes until 11 p.m., with an athletic opportunity to match almost every interest. Over 90 percent of Bryant's students participated in at least one varsity, club, or intramural sport this year. There were over 5,000 intramural and club participation slots for Bryant's 2,744 students. Athletics is always a way of life for Bryant students; over 65 percent of them played varsity sports in high school.

On the varsity level, Bryant's 14 teams compete at the NCAA Division II level. Even though basketball is the only scholarship sport, many teams and individuals gained fame this year. The men's golf team won the NCAA New England Championship for the third time. Men's tennis took the New England-10 Championship, and Roman Pavlik '95, a Presidential Scholar, was named Player of the Year. Women's volleyball finished second in NE-10, and Maria Bras-Benitez '95 was named to the All-Conference first team. In women's softball, Wendy Powell '94 made the NE-10 first team and Liz Davies '96 was named Freshman of the Year in NE-10 basketball.

The Bryant community is fostered through its students and many student-focused activities. Every year, students excel in different sports and add or develop different clubs. The College's organizations and events are largely a reflection of its students interests and abilities.

With the arrival of every new class, student activities naturally evolve.
Although De Jongh Wells is a long way from home, in many ways he felt comfortable at Bryant long before he arrived. His mother, Aleda Frett Wells, is a 1969 graduate of the College.

"When I was looking at colleges, it was totally my decision," De Jongh says. "But my Mom was really happy that I chose Bryant."

De Jongh's own first impressions of Bryant were from a college fair in the Virgin Islands. He was looking for a business school, and knew from his mother and others that Bryant is among the best. He says he felt comfortable talking with the admission representative at the fair and decided to see the College for himself.

"When I visited Bryant, I was really impressed," De Jongh says. "It is beautiful, and everything is so accessible." Not long before college started, though, his father died, and De Jongh felt he should attend college in the Virgin Islands to be near his mother. She did not agree, and soon he was headed for Smithfield.

Getting involved in student activities has helped De Jongh feel at home. He's active in the Multicultural Student Union and was acting president this year until Stacey Britto '95 was elected (see page 42). Intramural sports are high on De Jongh's list. ("Basketball and football are my favorites.") He's also a resident assistant, helping other students adjust to college life. ("I missed home a lot my first semester.")

A management major, De Jongh was thinking about corporate law, but recently became interested in entrepreneurship. "I'd like to own my own store," he says. "Initially, I will stay in the States. There are more opportunities here, and I can earn more money. Then I'll go back home."

At home, his mother, Alecia Frett Wells '69, is a high school business teacher, preparing students for college and careers. Alecia as a student is remembered by two Bryant professors who retired this year: Clarissa Patterson and Marie Cote, both of whom also taught De Jongh.

The College has changed in many ways since his mother's day. Alecia attended the Providence campus, and her graduation was held in the fields that would become the Smithfield Tupper campus. The educational offerings have also changed over the years. But De Jongh and his mother share an affection for Bryant that transcends such tangibles. Corporate law or entrepreneurship, the Virgin Islands or the United States, De Jongh Wells knows he'll be well prepared whatever direction he chooses.
"I see part of my mission as instilling a sense of reality."
ELAINE NOTARANTONIO '74, PhD, associate professor of marketing

Reality for Elaine Notarantonio takes many forms.
For 14 years, Elaine has taught marketing at Bryant. In that capacity and as an alumna, she has seen the College go through many changes. ("Some very positive ones," she says.) She is also married and the mother of two children.

Elaine enjoys sharing her experiences with students and listening to theirs. In particular, she talks about what she calls "a very difficult time" in her life. While completing her doctorate, she worked for Bryant full-time, cared for her young son, and had a baby. "From that experience, I can tell my students how important it is that organizations support their employees, as the people of Bryant supported me," she says. "Students need to know that life doesn't go on as planned."

Among the plans Elaine adheres to, however, is enjoying her work. "I have made a promise never to let my classes get boring," she says. "If it's fun, students are going to learn." It's not unusual for professors to vary their teaching methods; Elaine uses lectures, case work, applications, films, and guest speakers. She also involves students in course development and has experimented with the quality circle concept from Total Quality Management. "We revise the course as we go based on student feedback," she says. "This way, they're taking an active role in learning."

On the first day of class, Elaine invites students to write a list she calls, "Everything you've ever wanted to know about marketing." Throughout the semester, she begins class with a discussion of one of the questions. "This makes the connection to the every day," she says.

Elaine's research includes what she calls "the psychology of odd versus even pricing," and she often applies her findings to class.

Teaching has changed in many ways since Elaine's days as a student, and so has Bryant. She spent her freshman year on the Providence campus and was one of only two women in most of her classes in the marketing program. Bryant students have enjoyed the Smithfield campus for over 20 years now, and more than half of the marketing students are women. Elaine Notarantonio is glad to be part of it all.

"I love what I do," she says. "I get very excited about marketing and hope to convey that excitement to students. I'm committed to Bryant and hope to be here for a long time."
Students sometimes call college their “home away from home.” For Vanja Dukic, it’s more than an expression; it’s reality. Vanja is from Sarajevo in the former Yugoslavia. The home and community she knew there are gone. She knows her father is safe, living in Slovenia, despite a double major. Stabilizing her life is another motivating factor. “I love college,” she says, “but the undefined state I’m in now is annoying. I have to start going somewhere.”

The most valuable thing you can get out of college

Vanja Dukic

Circumstances may have made Vanja much more mature than her years, but she has not become jaded. A sweet girl with a ready smile and quick wit, she is also smart, very smart.

With her eyes downcast, Vanja admits to scoring an impressive 770 on her math SAT. (When pressed, she also admits to a considerably lower score on her verbal. “It was English, of course. So I pretty much flipped a coin for answers,” she says with a grin.)

In Yugoslavia, Vanja attended a math and science high school, and those remain her interests. She spent her senior year as an exchange student in South Dakota and began researching business colleges around the country. “I came to Bryant because of its reputation, but also because the people were very nice to me here.” She arrived to live on campus the summer before her freshman year and worked in the Admission Office. “I couldn’t do tours because I wasn’t a student yet. I finally got my chance at the Open House and I loved it. It makes me feel at home.”

Since arriving at Bryant, Vanja has also worked in the College’s Export Assistance Center, utilizing her technical skills as well as her international experience. She works at the International Trade Database Network Center that helps companies export their products by providing information on exchange rates, insurance, contacts, and trade leads.

Vanja applies her interest in working with data to a double major in applied actuarial mathematics and finance. “In applied actuarial math, you have to use your imagination,” she says, offering a different angle on the field. “You need a broad perspective to get involved in everything.

“Finance is fun, too. I’m thinking about being an actuary on the stock exchange, maybe doing investment insurance.”

“We’ll see. I’m also interested in science, so maybe I’ll be an actuary for Sea World in Florida!”

Years back, Vanja was accepted to Bryant because she wasn’t a student yet. I finally got my chance at the Open House and I loved it. It makes me feel at home.”

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Finances are one reason why Vanja is determined to complete college in three years, despite a double major. Stabilizing her life is another motivating factor. “I love college,” she says, “but the undefined state I’m in now is annoying. I have to start going somewhere.”
Regardless of what direction she takes, Bryant will always be an important part of Vanja's life. "I've promised myself that after graduation I'll always come back," she says. "I've made a lot of friends; a variety of friends. Senior or freshman, age doesn't matter here. I also meet different people when I tutor in math and older students in my night classes.

"Other international students are my friends, but just as many of my friends..."
While education is the focal point of everything that occurs at Bryant, the College is comprised of more than students. Alumni, trustees, parents, faculty, administrators, and staff are all integral members of the Bryant community.

The framework of the College is set by the Board of Trustees. Their standing committees focus on such diverse issues as finances, academics, buildings and grounds, enrollment, alumni, and student affairs. Trustees participate in Bryant life throughout the year, from Convocation, which begins the academic year, to Commencement, which concludes it.

Recommendations of the Trustee Task Force on Alumni Relations focused on increasing alumni involvement in the College. The Alumni Association Executive Board has been replaced by a broad-based National Alumni Council, chaired by Trustee Gerald Cerce '69. The new organization is based on active regional chapters. Alumni chapters are expanding in many areas, including greater New York, southeastern US, and southern California.

The Rhode Island chapter teams with the Student Alumni Association (SAA) to sponsor the Alumni Mentor Program, which pairs sophomores and juniors with a mentor working in their field of study. SAA also sponsors the traditional Festival of Lights, a multi-denominational holiday celebration that this year brought together more than 1,000 students, faculty, staff, and alumni.

The greatest campus draw for alumni is always Alumni Weekend. Every June, alumni of all ages return to campus to see old friends, relive college days, and visit their alma mater (see pages 4 and 5).

Members of the Bryant Enrollment Support Team (BEST) Network began Alumni Weekend with a training session on campus. There are now 130 alumni in 16 states who help the College's admission effort as volunteers in their regions. These young alumni represent Bryant at College Nights for high school students, attend Spring Open House, host and attend yield receptions, and telephone applicants.

Alumni volunteers are also involved in the career placement effort at Bryant. Through the Alumni Career Network, 378 alumni are available to students and other alumni for career networking, group presentations, and informational interviewing. In the shadowing program, 124 of them volunteered to show students a typical day on the job.
Helping the College is not the sole domain of alumni; parents are also involved. This year the Parents' Council, comprised of 31 parents or parent couples, focused their efforts on fund-raising and student recruitment. Parents assisted the BEST network by attending spring receptions for accepted students and doing parent-to-parent calling. The Parents' Fund Committee is comprised of eight couples who act as fund-raising leaders. This year, Walter and Heidi Stepan (parents of Axel '94) served as co-chairs of both parent groups.

Parents' Weekend offers all Bryant parents an opportunity to experience many aspects of college life firsthand with their student. From musical performances to faculty lectures to athletic events, this annual fall weekend is planned, implemented, and subsidized by the Student Senate.

Bryant employees are important members of the community; their work is central to the many services the College provides. Employees take pride in Bryant's educational mission, and many gain personal satisfaction from watching the students they know personally develop over their college years. Many faculty and staff act as volunteer advisors to student clubs and otherwise contribute their time and energy on behalf of the students. Two years ago, the Bryant Spirit Award program was instituted to recognize employees for exceptional service to the College. This year's honorees were Associate Director of Human Resources Shirley Plante, Intramural Director Bob Reali, and Assistant Director of Career Services Judy Clare.

There are many programs for employees that help them meet their needs. A Good Health Benefit series of programs, lectures, and clinics promotes health education and wellness. Other services help employees meet the competing demands of career and family. The College grants parental and/or family leaves, allows salary reduction for dependent care payment, provides information on child care, and establishes job-sharing positions and flexible work hours. There is full tuition remission for employees and their dependents, and the Tuition Exchange Program lottery offers free tuition at another college or university.

All facets of the College community are interdependent. Faculty and staff need bright, inquisitive students to teach. The value of the alumni's degrees are connected to the vitality of their alma mater. Students could not attend college without the emotional and financial support of their parents. At Bryant, all of these groups come together to form a community with the common goals of providing excellent education and a quality experience.
For Pat Keeley, community service has always been a way of life, a fact he attributes to growing up the eldest child in an Irish family. Professor of English at Bryant since 1967, Pat applies his long-established view of service to his work and has contributed his time, his considerable energies, and his sense of humor to both the community where he lives and the community where he works. A multi-talented extrovert, Pat’s friends and colleagues know that his contributions always provide memorable moments.

“If a request is reasonable and feasible, then it goes on my calendar.” His participation takes many forms. Pat attends as many College events as possible, and over the years his baritone voice has introduced many of them. He writes the honorary degree recipient citations for Commencement, and recites them during the ceremony.

“It is particularly satisfying when a former student is being recognized by Bryant College,” he says. “One of our greatest resources is our alumni - they are super salesmen for Bryant.” The alumni appreciate Pat as well; in 1983 he was recognized for his many achievements with the Alumni Association’s Distinguished Faculty Award.

Pat brings his multi-faceted personality into the classroom, where he bursts into song, acts out scenes from Shakespeare, recites poetry, and generally inspires students to become actively involved in the learning process. “I want students to participate in lifelong learning; they must not be intimidated by change. Liberal arts teaches people to educate themselves,” he says. “Mostly, I don’t teach; I work to motivate, guide, and encourage.”

“It is always gratifying to see people and students find personal success. But probably the greatest gift of teaching is learning from the students while showing them the way.”

Pat Keeley clearly loves what he does. “My occupation is my avocation. In teaching others, I am always learning more about myself.”

“Community involvement is just something I do.”

PATRICK J. KEELEY JR., professor of English
"I decided a long time ago that I wanted to be a student at Bryant."

NICOLE LALLIER '92, development assistant, Multiple Sclerosis Society

As a child, Nicole Lallier often came to Bryant with her father. Eugene Lallier '73 was director of management information systems at Textron/Bostitch and adjunct professor at the College. "I always loved coming to Bryant with him," she says. "I just loved the campus. It was beautiful with lots of friendly people; I just liked the atmosphere. I always felt comfortable here."

Nicole's relationship with the Bryant community is both emotional and educational. While she was in high school, her father died of multiple sclerosis and her mother, Lorraine, began working at Bryant as switchboard operator/receptionist soon after. So Nicole continued coming to Bryant, and often used the library as a study source. In high school, she took Advanced Placement courses, and Bryant ultimately accepted all 12 of the credits she earned.

Despite family ties, Nicole never felt pressured to attend Bryant. But it had been her first choice all along, so when she was accepted, she felt right at home. With her 12 Advanced Placement credits and a summer course, she was able to complete her education in December 1992 after three and one-half years.

Nicole began sending out her resume and responding to newspaper ads. She says she was completely surprised when a "blind" ad turned out to be the Rhode Island Chapter of the National Multiple Sclerosis Society. "In fact, I was shocked," she says. "I felt that this was my destiny. Then, at my interview I discovered that the director, Kathy Mechnig '84MBA, was also a Bryant graduate. That was another pleasant surprise."

In her job, Nicole coordinates many MS fund-raising events, including the widespread 'Read-A-Thon' for school children. Most recently, she worked on the MS 150 Bike Tour, which started and ended at the Bryant campus.

"I love doing my job; every day I'm learning. I get to work with great people and do many things. I am never bored." For Nicole Lallier, community service, job satisfaction, and commitment to family have all come together.
tion, MSU sponsors events throughout the school year, including the annual Black History Month celebration and a Kwanzaa African-American celebration of family, community, and culture.

"By participating in activities at Bryant, I make sure I am part of the school," says Stacey, who commutes from Providence. "Commuting is hectic, but by living at home I get to spend time with my family and friends while establishing new relationships at school."

Stacey's relationships and activities haven't gotten in the way of her studies. In fact, her grades often place her on the Dean's list. That's not surprising, though, considering she was valedictorian of her high school class.

"I did very well in high school," she says, "and felt I deserved to go to the best business college possible. Bryant rated right at the top."

Stacey expects that her many activities, combined with her communications classes, will help her realize her career goals. ("My future is in public relations, interacting with clients, making presentations, and talking to a variety of people. I love to talk! I always have!") Joining student organizations has helped her develop leadership skills and problem-solving abilities, and her classes are providing a strong base in writing and public speaking.

For Stacey Britto, Bryant is the right place to prepare for success. "Everywhere you work is a business," she says. "If you want to succeed, you'd better have a strong background in business." Good grades and a lot of leadership experience can't hurt, either.▲
"I liked Bryant's academics better than any other college's football."

ROB FONTANELLA '95
student government president

Rob Fontanella had his pick of colleges. Not only did he have good grades in high school in White Plains, NY, he had been student government president every year since seventh grade. And he was captain of his high school football team.

"I looked at schools with a football program," Rob says. "I even received some good offers. But when I really thought about the grand scheme of things, I liked Bryant's academics better than any other college's football."

Rob had heard about Bryant through his guidance counselor and chose it among ten schools he researched. "I liked Bryant because of the small class size and the sense of community that students, faculty, and administrators nurture."

Among those professors is psychology Professor Ron Deluga, whose Learning for Leadership class Rob took this year. "His teaching style is very interactive," Rob says. "He always asks for stories from students to illustrate a point."

"Professor Pat Keeley is another teacher who takes a real interest in his students. His efforts go beyond what is expected. In fact, most of my professors go above and beyond what they have to do."

Rob goes beyond what he has to do, too. In his sophomore year, he was elected student government president and has been reelected for next year. He's also a voting member of the student programming board and on the sailing team. A combination of his interests is paying off this summer with a job as a head sailing instructor.

A management major, Rob is thinking about a career in the corporate world, preferably in New York City. He may go to law school or get an MBA. "I really haven't decided yet," he says. Between his coursework and his activities, Rob is getting a great start whatever direction he chooses.

At Bryant, Rob Fontanella found the right place to develop his natural leadership skills, while getting a great education. And if he ever misses football, there are always intramurals.
Bryant College offers a challenging education and diverse student activities. Such quality has associated costs. The challenge for College leaders is to offer excellence while keeping the cost to students and their families as low as possible.

For the 1992-93 academic year, tuition at Bryant was $11,653, a six percent increase over the previous year. (Next year’s tuition represents the lowest increase in decades: four percent.) In contrast, the financial aid provided to students has increased dramatically in recent years: $15.5 million was distributed this past year, as opposed to just over $13 million the year before. In 1992-93, the average student aid package totaled $9,725. Financial aid very often makes the difference for students who would otherwise not be able to attend college, and certainly not a college of Bryant’s calibre.

Some financial aid funds come from private contributions to the College. Alumni, trustees, parents, friends, corporations, and foundations all make gifts in support of Bryant and its efforts. Their participation continues to increase year after year. Some make their donations to specific objectives such as an endowed professorship or scholarship fund. Most make unrestricted gifts that are applied to the areas of greatest need at the College, which, for the last two years, have primarily been financial aid and academic programs. Giving has increased more than 35 percent over the last three years, and this year’s fund-raising goal of $1.5 million has been achieved. An additional $400,000 in pledges to support CIBED will enhance future corporate outreach and experiential learning programs.

Another way that Bryant keeps a cap on tuition is by controlling its expenses. An aggressive cost-containment initiative now affects virtually every segment of the College and netted approximately $2 million in savings over the past 12 months. Debt refinancing was part of the plan. A thorough analysis of energy consumption resulted in many changes on campus that coordinated with energy conservation grants from Narragansett Electric Company. Last year’s changes included a controlled energy management system for residence halls and more efficient outdoor lighting. More projects were initiated in 1992-93, including a thermal ice storage system and energy-efficient lighting in some campus buildings. These two programs are expected to net $110,000 in savings annually.

Cost containment and fund raising are among the many concerted efforts Bryant makes to help control tuition. This, with financial aid, helps ensure that Bryant remains affordable to a broad range of students.
Bob McCabe knows Bryant: as a business leader, volunteer, and parent. In all capacities, he’s impressed.

“My involvement with Bryant began when I took over as president of Narragansett Electric, and within a few days was asked to speak to a Graduate School class,” he recalls. “Since that introduction eight years ago, I have developed a strong attachment to the College.”

Bob’s activities have grown considerably since that first guest lecture. He now serves on the Graduate School Advisory Council and last year spoke to students as a Visiting Executive. He and his wife, Susan, serve on the Parents’ Council and the Parents’ Fund Committee. They are donors who prefer to keep their generosity private. And they are frequent guests to campus, especially when there’s a soccer game in town.

Bob and Susan attend every Bryant men’s soccer game, home or away, to see their son, David ’94, play. Bob says they’ve become close friends with other parents who regularly attend the games. “I’m very impressed by Bryant’s coaches,” he comments, “especially soccer Coach Len Mercurio.”

The coaches are only one of the things that Bob likes about Bryant. “I was delighted when my son, David, decided to attend Bryant after being accepted at numerous other schools,” Bob recalls. “My wife and I feel that David has received an excellent education through his first three years at Bryant. We have been extremely impressed by his classmates and all the other students we have encountered.”

In his role as president of The Narragansett Electric Company, Bob recently visited campus to meet with President Bill Trueheart, a member of Narragansett’s Board of Directors. The occasion brought them together over blocks of ice, representing the cooling system being constructed on campus through a grant from Narragansett Electric. Bryant has participated in Narragansett’s Energy Initiative Program for Energy Conservation for three years. Various grants have culminated in approximately $35,000 in energy savings for the College over the last two years.

When his son, David, graduates next year, Bob McCabe’s relationship with the College will not come to an end. As a business leader and a friend, he remains committed to Bryant.

For more information about getting involved at Bryant, please call (401) 232-6139.
Bryant's mission comes to life through its students, alumni, faculty, staff, parents, and friends.